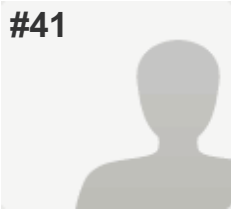


#41

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, June 13, 2016 3:34:32 PM**Last Modified:** Monday, June 20, 2016 2:21:12 PM**Time Spent:** Over a day**IP Address:** 173.26.194.184

PAGE 2

Q1: Name of School District:	Emmetsburg Community School District
Q2: Name of Superintendent	Amanda Schmidt
Q3: Person Completing this Report	Joe Carter

PAGE 3

Q4: 1a. Local TLC Goal

Hire, develop, and retain effective teachers and allow for leadership opportunities.

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

To accomplish our goal of hiring, developing and retaining effective teachers and allow for leadership opportunities, the Emmetsburg CSD set forth to measure this effectiveness by completing the initial hiring process, putting teachers in leadership roles and provide training to the Teacher Leaders. We accomplished this by creating a systematic approach to the hiring process of our TLC staff, which was completed in the Spring of 2016. This staff includes 23 staff members (Instructional Coaches, Technology Integrationists, Model Teachers, Peer Review Facilitators and Mentor Teachers). We also provided extensive training to these staff members, with our Coaches attended Jim Knight instructional Coaching seminars and the entire staff attended a 5 day Innovation Academy put on by Dr. Scott McLeod.

Q7: 2a. Local TLC Goal

Creating a collaboration among all grade and content area teachers within the District to learn from each other.

Q8: 2b. To what extent has this goal been met?

(no label)

Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

A survey was completed by the staff at Emmetsburg CSD toward the end of the 2015-2016 School Year. Results of the survey showed that 77% of all staff members felt that their Model teacher "facilitated PLCs to identify student learning needs" and 73% felt their Model Teacher "Helped lead District initiatives". We feel these are strong numbers that show a collaborative movement with PLCs as the center of these growing discussions that are taking place in grade levels and across content areas.

Q10: 3a. Local TLC Goal

Respondent skipped this question

Impact of TLC Plan - 2015-2016

Q11: 3b. To what extent has this goal been met?

Respondent skipped this question

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q13: 4a. Local TLC Goal

Strengthening the instruction within the universal tier to improve student achievement; including and enforcing the importance of the Iowa Core essential skills and concepts.

Q14: 4b. To what extent has this goal been met?

(no label)

Fully Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Iowa Assessment Achievement Data shows movement toward strengthening the instruction with the universal tier to improve student achievement. Below are the areas of growth in achievement for this past school year:

1st Grade: The number of proficient students increased from the previous years in each of the following areas: Math (81-82), Science (72-73), and Social Studies (74-80).

2nd Grade: The number of proficient students increased from the previous years in each of the following areas: Reading (60-76), Math (64-76), Science (70-80), Social Studies (64-73) and Language (62-76).

3rd Grade: The number of proficient students increased from the previous years in each of the following area: Reading (73-78).

4th Grade: The number of proficient students increased from the previous years in each of the following areas: Math (67-72), and Science (73-79).

5th Grade: The number of proficient students increased from the previous years in each of the following areas: Reading (65-75), Math (65-70), Science (78-79), Social Studies (64-68) and Written Expression (64-65).

6th Grade: The number of proficient students increased from the previous years in each of the following area: Science (70-74)

7th Grade: The number of proficient students increased from the previous years in each of the following area: Social Studies (60-63)

9th Grade: The number of proficient students increased from the previous years in each of the following areas: Reading (71-78), and Written Expression (82-90).

10th Grade: The number of proficient students increased from the previous years in each of the following areas: Math (87-90), and Written Expression (77-88).

11th Grade: The number of proficient students increased from the previous years in each of the following areas: Math (82-88), Social Studies (86-88), and Written Expression (72-82).

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Enhancing the professional development in the District to include research based and effective teaching styles.

Q17: 5b. To what extent has this goal been met?

(no label)

Fully Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

There have been many movements in the Emmetsburg CSD this past year that have enhanced the professional development in the District. Our end of the year TLC survey showed that 73% of staff feel that our Model teachers have helped lead District initiatives, including the implementation of the 95% Group Phonic program in grades K-4, Literacy Core5 in Grades K-4, Daily 5 Reading Structure in Grades 5 and 6, and the beginning of implementation of Standards Based Grading in Grades 5-12.

Impact of TLC Plan - 2015-2016

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

PAGE 5

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Respondent skipped this question

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

The TLC Grant has positively impacted on our district in many, many ways. We were able to fully implement researched based teaching strategies and building initiatives in more impactful and systematic way than we would of ever been able to prior to the TLC Grant. At the Elementary level, we were able fully implement the 95% Phonics program to all students in Grades K-4. We were also able to implement the LexiaCore5 literacy program in grades K-4. Neither program would of been able to be systematically fully implemented without the work of our Instructional Coach and Model Teachers.

We were also able to engage all of our TLC staff in an innovation discussion involving Dr. Scott McLeod that will make great changes in our District moving forward. Again, without these Teacher Leader positions, this type of learning opportunity and implementation would not of previously occurred.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.